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ABSTRACT

Forty-four items published between 1963 and 1972 are listed in this annotated bibliography which deals with a variety of self-concept measures appropriate for use with children from the preschool level through the third grade. For the purposes of this listing, self-concept was defined as a multidimensional construct encompassing the range of a child's perceptions and evaluations of himself. Many of the sources emphasize the learner's self-concept or the child's conception of himself in the school environment. However, several global measures are also described. (Author/MP)

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June, 1973

SELF-CONCEPT MEASURES

This annotated bibliography deals with a variety of self-concept measures appropriate for use with children from the preschool level through the third grade. For the purposes of this listing, self-concept was defined as a multidimensional construct encompassing the range of a child's perceptions and evaluations of himself. Many of the devices contained herein emphasize the learner's self-concept or the child's conception of himself in the school environment. However, several global measures are also described.

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Some of the measures listed below are reviewed or described in the references cited in the bibliography.

TM 003 092

Attitudes Toward Self and School (FACES): c1966; Grade 2; Cincinnati Public Schools, Division of Psychological Services and Division of Program Development.

Designed to elicit information concerning the young child's self-concept and school motivation. "FACES" consists of 18 items, each having two circles drawn to represent a smiling or frowning face. The child is asked to indicate the face that best describes how he feels when the examiner reads an item. For example, "How do you feel about telling a story to the class?" It was assumed that marking the smiling face indicated a positive attitude toward the statement.

Behavior Rating Form by Stanley Coopersmith; Not Dated; Kindergarten-Grade 9; Stanley Coopersmith*.

A 13-item 5-point rating scale devised for appraising assured and confident behaviors. The *BRF* provides two scores: Esteem Behavior and Defensive Behavior. Items refer to such behavior as the child's reaction to failure, self-confidence in a new situation, sociability with peers, and the need for encouragement and reassurance. The form is in two parts. The first 10 items provide an appraisal of behaviors associated with poise and assurance. These items include reactions to new situations and failure reactions to criticism, self-deprecation, and hesitation to express opinions publicly. The second part provides an index of behaviors that are frequently defensive in nature, including bragging, domination and bullying, and attention-seeking.

*Technical information is available in: Coopersmith, S. *The Antecedents of Self-Esteem*. San Francisco: W. H. Freeman, 1967.

Brown–IDS Self-Concept Referents Test by Bert Brown; Not Dated; Preschool-Kindergarten; Institute for Developmental Studies, New York University.

An individually-administered measure of general self-concept. A full-length Polaroid picture is taken of the child who is then asked questions concerning the picture. The referents used in the questioning are: the child as he perceives himself, and as he perceives his mother seeing him, his teacher seeing him, and his peers seeing him. Extending the testing over a two-day period is recommended for the very young child.

Children's Projective Pictures of Self-Concept by Charles L. Porterfield; Not Dated; Preschool-Kindergarten; Charles L. Porterfield.

The Head Start Test Collection operates under a contract with the Department of Health, Education, and Welfare, Office of Child Development, Washington, D. C. 20201. Contractors are encouraged to express freely their judgment in professional and technical matters. Points of view expressed herein do not necessarily, therefore, represent the opinions or policy of any agency of the United States Government.

An individually-administered measure of general self-concept. Test materials consist of ten plates depicting children interacting with adults or peers. In some cases the examiner describes the picture to the child, and in others the child is simply presented with the picture. In each instance, the subject indicates which child in the picture is acting as he would. Male and female forms of the test are available.

The Children's Self-Concept Index by David Helms, Norman Holthouse, Robert L. Granger, Victor G. Cicirelli, and William H. Cooper; c1968; Kingergarten-Grade 3; Westinghouse Learning Corporation.

Designed to assess the degree of positive self-concept by a first choice response to items that have a positive and negative alternative. The Index consists of 26 pairs of stick figures with corresponding pairs of statements–one favorable and the other unfavorable. For each item, the child selects the figure, and the statement, most like himself. The major areas of emphasis in the Index are peer acceptance and a positive reinforcement in the home and school.

Children's Self-Conception Test by Marjorie B. Creelman; c1954-55; Preschool-Grade 6; Marjorie B. Creelman.

A multiple-choice picture test designed to enable investigation of the relationship between self-concept and adjustment or maladjustment. The test consists of a series of sets of pictures depicting commonly experienced situations. The child is asked to choose pictures which he likes best, pictures which he dislikes most, pictures which he considers to be "good," pictures which he considers to be "bad," and pictures which he thinks are like and unlike himself. The test is objectively scored. It is possible to derive combination scores indicating self-acceptance, self-rejection, positive and negative self-evaluation, and acceptance and rejection of moral or social standards as they are perceived by the child. The test may be group or individually-administered and is available in three forms.

Children's Self-Social Constructs Test: Preschool Form by Edmund H. Henderson, Barbara H. Long, and Robert C. Ziller; c1967; Preschool; The Office of Special Tests, Educational Testing Service.

An individually-administered, non-verbal measure of the child's conception of self in relation to others. The test is based upon the assumption that certain aspects of a child's self-concept can be inferred from the way in which he relates himself symbolically to a variety of social configurations. The instrument consists of a series of symbolic arrays in which circles and other figures represent the self and/or significant others. Each task involves arranging the symbols–by selecting a circle from among those presented to represent the self or some other person, by drawing a circle to stand for the self or another, or by pasting a gummed circle representing the self onto the page with other symbols. The subscores include: Esteem, Social Interests, Identification, Group Identification, Egocentricity, Power, Complexity, Minority Identification, Realism Size, and Preference.

Children's Self-Social Constructs Test: Primary Form by Edmund H. Henderson, Barbara H. Long, and Robert C. Ziller; c1967; Grades 1-6; The Office of Special Tests, Educational Testing Service.

An upward extension of the preschool form described above. This primary level measure of self-concept in relation to others uses the same technique to assess the variable as that employed for the preschool level test. Subscores are: Self Esteem, Social Interests, Identification with Particular Others, Individuation, Complexity, Realism for Size, and Preference for Particular Others.

Columbus Sentence Completion Test for Children by Jack A. Shaffer and Arthur S. Tamkin; Not Dated; Ages 4-Adolescence; Jack A. Shaffer.

A general projective test covering the following topics: Self-Concept, Wishes and Plans, Self-Concept (Problems), Family, Social, School, and Picture of Self. The test provides an indication of the child's adjustment level and scoring of the items is based upon their implications regarding that level. In particular, a decision about the adjustment level is restricted to the actual content of the reply, and the scorer considers the response in terms of the chronological age of the respondent. The test consists of 50 incomplete statements to which the child responds. Each sentence completion response receives neutral, positive, or negative points, depending upon the degree of maturity and/or positive attitudes and self-concept revealed.

Coopersmith Self-Esteem Inventory: Form A by Stanley Coopersmith; Not Dated; Ages 9-Adults; Stanley Coopersmith*.

Designed to provide a general assessment of self-esteem. The 58 items are arranged into five subscales: General Self, Social Self–Peers, Home–Parents, Lie Scale, School–Academic. The inventory may be group administered to persons aged 9 and older. Individual administration or rewording of the items may be necessary with children younger than age 9.

*Technical information is available in: Coopersmith, S. *The Antecedents of Self-Esteem*. San Francisco: W. H. Freeman, 1967.

Coopersmith Self-Esteem Inventory: Form B by Stanley Coopersmith; Not Dated; Ages 9-Adults; Stanley Coopersmith*.

Designed to measure self-esteem from the perspective of the subject. The 25 items are concerned with the subject's self-attitudes in four areas: peers, parents, school, and personal interest.

*(Additional information is available in Coopersmith, S. *The Antecedents of Self-Esteem*. San Francisco: W. H. Freeman. 1967.

Evaluation Scale for Four- and Five-Year-Old Children by Annie L. Butler, Marilyn Church, and Marian Swayze; c1965; Ages 4-5; Annie L. Butler*.

Designed to provide teachers with a basis for making objective judgments concerning the maturity of the children's school behavior. The items of the Scale are arranged into four areas which correspond to four areas of previously specified program goals. The item categories are: Evaluation of Self-Concept, The Child in Relation to Other People, The Child in Relation to his Physical Environment, and The Child in Relation to the World of Ideas. The teacher rates various aspects of the child's behavior on a 5-point rating scale reflecting the degree to which the behavior is manifested.

*Included in: Butler, A. L. "An Evaluation Scale for Four- and Five-Year-Old Children." *Bulletin of the School of Education, Indiana University*, March, 1965, Vol. 4, No. 2.

Faces Scale by Jack R. Frymier; Not Dated; Grades 1-3; Jack R. Frymier.

An experimental scale designed to assess self-concept with reference to school, social relationships, physical development, and home life. The child is asked to indicate the face, either a sad or happy one, which best expresses his feelings about a given situation. Two forms of the test are available. The author indicates that the scale should be used for research purposes only.

Free Play Session by Arthur W. Combs and Daniel W. Soper; 1963; Kindergarten-Grade 1; Arthur W. Combs*.

A projective test session employed in conjunction with the *Perception Score Sheet* (PSS). The *Session* is designed for use in making inferences about the nature of the young child's perceptions of himself and his world. During the play period, the observer talks and plays with the child in an attempt to get the "feel" of the child and his approach to his world. Every effort is made to keep the situation as unstructured as possible, leaving the child free to move in whatever directions he wishes. At the end of half an hour, the observer returns the child to his classroom and immediately records on the PSS his inferences about the nature of the child's perceptions. Extensive training in the playroom technique is required.

*Included in: Combs, A. W., and Soper, D. W. *The Relationship of Child Perceptions to Achievement and Behavior in the Early School Years*, Cooperative Research Project No. 814, University of Florida, 1963.

How I See Myself Scale: Elementary Form by Ira J. Gordon; 1968; Grades 3-6; Ira J. Gordon (Manual available from Florida Educational Research and Development Council).

A self-report device designed to provide an estimate of the child's views of self and school. The scale is based upon the assumption that self-concept is not a unitary trait. The factors assessed include: Teacher–School, Physical Appearance, Interpersonal Adequacy, Autonomy, and Academic Adequacy. The scale is recommended for use for either descriptive or research study of groups, rather than for individual diagnosis.

How Much Like Me? by Dale W. Dysinger; Not Dated; Grades 3-5; Dale W. Dysinger.

An experimental self-report measure of general self-concept. The inventory consists of eleven items, or characteristics. The child is asked to indicate, using a five-point scale, the degree to which each characteristic is like him.

Illinois Index of Self-Derogation–Form 3 by Joseph H. Meyerowitz; Not Dated; Grades 1-2; Joseph H. Meyerowitz.

A measure of self-esteem which encompasses: rejection by peers, hopelessness, self-rejection, and realistic school problems. In each item, one of a pair of stick figures is described in socially desirable terms, the other in undesirable terms. The child is asked to select the figure which is most like himself. The test is administered to small groups of no more than five children.

Individual Self-Concept Interview by Glen Nimnicht and Ann FitzGibbon, Not Dated; Ages 5-6; Ann FitzGibbon.

A partially-structured interview designed to assess the child's perception of his cognitive skills and his ego capacity for managing these skills to contribute to school success. The cognitive skills covered are: general intelligence, language, reading skill, and attention span. The ego resources assessed are: motivation, interest and social maturity as reflected in classroom decorum, promptness, compliant attitude, and interaction with peers. The child is shown a variety of pictures and is encouraged to talk about each.

Inferred Self-Concept Scale: Experimental Form by Elizabeth L. McDaniel; c1969; Grades 1-6; San Felipe Press.

An experimental device designed to measure self-concept inferred from behavior manifested in the school setting. Each item is accompanied by a five-point rating scale and all items are scored in an affirmative direction. The author indicates that the scale should be useful in appraising the self-concept of individuals from different classes and cultures, since subjects are not penalized for differences in verbal ability and/or test experience. Forms of the test are also available for adults and German juveniles.

Instructional Objectives Exchange: Measures of Self-Concept, Kindergarten-Grade 12; Revised Edition; 1972; Kindergarten-Grade 12; Instructional Objectives Exchange.

A revision of the original collection of affective objectives concerning learner's self-concept. The objectives are grouped according to three grade ranges (K-3, 4-6, 7-12), and a self-report inventory or observational indicator is provided to measure each objective. Subdimensions often employed in the measures are: peer, scholastic, family, and general. The objectives and measures were designed for group, and not individual, assessment.

The Class Play: Primary Level
The examinee is requested to pretend that children are being selected to act in a play. He is then asked to select the roles for which his peers would choose him. Consists of twenty items.

Parental Approval Index: Primary Level
A twenty-item inventory which attempts to assess the extent to which a child values himself as unconditionally accepted by his mother. The children are asked to indicate whether their mothers would approve and how they would feel about them as they engaged in the ten actions presented. Seven of the situations are designed to elicit behavior which would generally meet with parental disapproval. Responses to the approval questions are not scored. Points are based on the parent-feeling questions concerning the socially disapproved acts.

Self-Appraisal Inventory: Primary Level
A self-report device designed to elicit a child's responses to questions concerning four aspects of the self-concept. Three of these four dimensions (family, peer, scholastic) are viewed as arenas in which one's self-concept has been (or is being) formed. The fourth dimension reflects a more global estimate of self-esteem. The inventory consists of 36 questions and optional practice exercises. A long and short (items 1-20) version of the inventory may be administered, both yielding global estimates of self-

concept. Also, the 36 items may be scored separately, yielding information regarding each dimension of self-concept. Or, only those subscales representing dimensions of interest may be administered.

Television Actors: Primary Level
The respondent is asked to consider television roles which he would be willing to play in a fictitious television show. Roles represented by some of the items are ones which would generally be considered aversive. The respondent's score is computed simply by determining the number of roles he would be willing to play.

Work Posting
An observational instrument designed to assess self-concept of pupils in grades K-3 and 4-6. The teacher provides an opportunity for pupils to display samples of their work after a lesson. Care should be taken to provide this opportunity for a variety of subject areas.

Learner Self-Concept Test by Louis T. DiLorenzo; 1969; Ages 3 1/2-4 1/2; Louis T. DiLorenzo*.

An individually-administered instrument which was designed around the child's self-perception with respect to the teacher, the other children, and the materials in the prekindergarten setting. Each item includes one or two drawings depicting a particular classroom situation, and a series of two questions to be used in eliciting responses to the drawings. The child responds by indicating the child in the situation that is most like him. Separate forms of the test are available for white males, nonwhite males, white females, and nonwhite females.

*Included in: DiLorenzo, L. T., Salter, R., and Brady, J. L. *Pre-Kindergarten Programs for Educationally Disadvantaged Children*. New York: University of the State of New York, State Education Department, Office of Research and Evaluation, December 1969. Final Report Project #3040, ED 038 460.

The Measurement of Self-Concept in Kindergarten Children by Lucienne Y. Levin and J. Clayton Lafferty; c1967; Kindergarten; Research Concepts.

Designed to provide information concerning the development of self-concept in young children. The scale consists of sixteen drawing assignments administered at one-week intervals. The assignments are divided into two categories, eight self-concept drawings and eight non-self-concept drawings. Self-concept topics include: Father at Work, What I Like to Do in School, Mother Doing Something that Makes the Family Happy, My Friends and Me, Dressing Warmly for Winter, My Family Eating Together, Keeping Myself Healthy, and Family All Dressed Up for Easter. Non-self-concept topics include: Safety Sillies, Fireman and His Engines, Some Things Hot and Some Things Cold, Picture of the Classroom, The Hardest Things and the Softest Things, Things That are Pretty and Things That are Ugly, How the First Day of Spring Should Be, and My Favorite Story. Suggestions for the stories, cartoons, and movies which act as stimuli are provided.

Morgan Punishment-Situation Index by Patricia K. Morgan and Eugene L. Gaier; Not Dated (Test is copyrighted); Ages 9-12 and Their Mothers; Eugene L. Gaier.

A projective device specifically concerned with the perception of the direction of aggression in the punishment situation. The measure consists of two sets of ten cartoons each, one set for use with boys, and another for use with girls. In each picture, a child and his (her) mother are depicted in a situation commonly followed by punishment. The ten situations considered include: unfavorable relationships with siblings, possible physical injury, socially unacceptable or embarrassing behavior, destruction of parents' personal possessions, unfavorable intellectual attainment, lack of neatness in personal habits, disobedience, lying, destruction of other's property, and stealing. The cartoons are designed to be as unambiguous as possible so that the subject will interpret them as having punishment implications. When administered to both the mother and the child, the *Index* yields four concepts operating in the punishment situation: the child's self-concept and his concept of his mother, the mother's self-concept and her concept of the child. Because of the similarity of the *Index* to the Rosenzweig Picture-Frustration cards, the responses are scored using Rosenzweig's three scoring factors, Extrapunitiveness, Intropunitiveness, and Impunitiveness, for direction of aggression.

Perception Score Sheet by Arthur W. Combs and Daniel W. Soper; 1963; Kindergarten-Grade 1; Arthur W. Combs*.

A procedure designed to enable recording perceptual inferences made about a child on the basis of unobtrusive observations, interviews, and projective tasks. The Score Sheet consists of a series of five-point rating scales, one for each of the 39 perceptual categories. Areas covered by the Score Sheet are: Perception of Self (Self Generally, Self as Instrument, Self with Other Children, Self with Adults, Self with Teachers, and Self and the School Curriculum); Perceptions of Others (Perception of Children, Perception of Adults, Perception of Teachers, and Perception of School). The device should be scored by trained observers following each of a variety of contacts with the child.

*Included in: Combs, A. W., and Soper, D. W. *The Relationship of Child Perception to Achievement and Behavior in the Early School Years*. Cooperative Research Project No. 814. University of Florida, 1963.

Pictorial Self-Concept Scale by Angelo S. Bolea; c1967; Kindergarten-Grade 4; Angelo S. Bolea (Available as NAPS Document 01367).

A group-administered measure of self-concept with regard to Jersild's categories. The test materials consist of a deck of cartoon pictures with a starred central picture. The child is asked to sort the cards into three piles according to whether the starred figure is like him, sometimes like him, or not like him. Forms are available for boys and girls.

The Picture Story Test by Arthur W. Combs and Daniel W. Soper; 1963; Kindergarten, Grade 1; Arthur W. Combs*.

A projective measure designed to elicit the young child's perceptions of himself and his world. The test material consists of seven sketches depicting children in various relationships to their peers, to the school, to teachers, and to adults outside the school setting. The test is individually-administered in a room containing only a table, two chairs, and a tape recorder. The examiner begins the session by familiarizing the child with the tape recorder. He then shows the child, one by one, the sets of pictures and asks him to tell a story about each. When the child completes a story, the examiner asks questions which will elicit further information on which to make perceptual inferences. Immediately after listening

to and analyzing the recording of the child's stories, the examiner records his inferences on the *Perception Score Sheet* along with a written summary of his observations. Training is required to administer the test.

*Included in: Combs, A. W., and Soper, D. W. *The Relationship of Child Perceptions to Achievement and Behavior in the Early School Years.* Cooperative Research Project No 814, University of Florida, 1963.

Piers-Harris Children's Self-Concept Scale (The Way I Feel About Myself) by Ellen V. Piers and Dale B. Harris; c1969; Grades 3-12; Counselor Recordings and Tests.

A self-report instrument designed primarily for research on the development of children's self-attitudes and correlates of these attitudes. Items for the scale were developed using Jersild's collection of children's statements about what they like and disliked about themselves. Children respond either positively or negatively to a series of descriptive statements. The factors assessed by the scale are: behavior, intellectual and school status, physical appearance and attributes, anxiety, popularity, and happiness and satisfaction. The scale may be used below grade three if it is individually-administered.

Preschool Self-Concept Picture Test by Rosestelle B. Woolner; c1966; Preschool; RKA Publishing Company.

A non-verbal picture test designed to enable the preschool teacher to gain insight into pupil's attitudes toward themselves. Assesses self and self-concept and the incongruence between these two variables. The test is available in four forms: Negro boys, Negro girls, Caucasian boys, Caucasian girls. Each test consists of ten plates of paired pictures depicting characteristics which preschool children commonly attribute to themselves; e.g., clean-dirty, strong-weak, sharing-not sharing, etc. The child is asked to indicate which person in each plate he is and which one he would like to be. Scoring yields a discrepancy score between self and ideal self; i.e., dissatisfaction with self.

Pupil Behavior Inventory by William W. Purkey, Bob N. Cage, and William Graves; 1971; Grades 1-6; William W. Purkey*.

Developed to infer learner self-concept from teachers' ratings on 18 items of primary and early elementary pupils' overt classroom behavior. The items in the revised version are arranged according to four areas pertinent to self-concept as a learner: relating, asserting, investing, and accomplishing. The *PBI* is a simple screening device which can be quickly and easily scored by a classroom teacher without training.

*Also available in: ED 050 153.

Responsive Self-Concept Test: Revised by Ann FitzGibbon; c1970; Grades 1-3; Far West Laboratory for Educational Research and Development.

Originally designed to assess the self-image of children involved in the Responsive Model Follow Through Program. The test measures nine psycho-social factors: self-awareness, emotional affect, relationship with family, relationship with peers, verbal participation, approach to learning, reaction to success/failure, self-satisfaction, and level of aspiration. Photographs of the child and of someone of the same race and sex as the child are used on the test booklet. The test is available in eight forms: male and female forms for whites, blacks, Orientals, and Mexicans or Spanish-Americans. In each item, the child is asked to indicate whether he thinks the examiner is talking about him or about someone he knows. A teacher's rating scale for assessing the nine psycho-social factors is available for use with the instrument.

Riley Preschool Developmental Screening Inventory by Clara M. D. Riley; c1969; Preschool; Western Psychological Services.

Originally developed for and used in Head Start programs in poverty areas, this screening inventory is designed to indicate children who may have serious problems and require professional guidance. The Inventory provides an index of the child's developmental age and self-concept. The child is required to complete two tasks: Designs, and Make-A-Boy (Girl). It is suggested that the test be administered on the first day of a program, or, if this is not possible, within the first two weeks. Administration should be by a trained psychologist or counselor, but if necessary, the Inventory can be given by a teacher who has received inservice training.

Sears Self-Concept Inventory: Abbreviated Form by Pauline S. Sears; 1966; Grades 3-6; Pauline S. Sears*.

An abbreviated form of the original 100-item scale, this 48-item revision contains vocabulary suitable to bright third-graders and older children. It may be group-administered, requiring approximately 40 minutes. The child rates himself in terms of: physical ability, attractive appearance, convergent mental ability, social relations with same sex, social virtues, divergent mental ability, work habits, happy qualities, and school subjects. Scoring is accomplished rapidly by means of a special score sheet. The author recommends that the administrator should have the confidence of the children, obtain parental consent for administration, and maintain confidentiality of responses.

*For additional information, see: Sears, P., and Sherman, V. *In Pursuit of Self-Esteem.* San Francisco: Wadsworth Publishing Company, 1964.

Self-Concept Adjective Checklist by Alan J. Politte; c1971; Kindergarten-Grade 8; Psychologists and Educators, Inc.

Devised to aid elementary school guidance counselors, social workers, psychologists, and related professionals. The *SCAC* enables the student to project his personal feelings associated with self-concept phenomena, provides indices of the student's vocabulary level and general levels of self-concept feelings, enables the counselor to better ascertain problems in the student's functioning, and allows a basic for pre-, interim, and/or post-evaluation of the student's self-concept level. It may also be used as a stimulus for certain types of group therapy interactions. The 114 adjectives cover the following: Physical Traits, Social Values, Intellectual Abilities, and Miscellaneous (emotional feelings, group behaviors, and habits). It is suggested that the test be orally administered to children in grades K-3, employing two or three different sessions if the child has a short attention span or is easily distracted. In addition to the objective scoring procedures, the examiner can make clinical interpretations based on traits chosen and marked. As a result of the scoring, the child is identified as "self-confident," "poor self-concept," or "aggressive." The author indicates that the checklist should be used only as a screening instrument.

Self-Concept and Motivation Inventory: Preschool/Kindergarten Form (What Face Would You Wear?) by George A. Farrah, Norman J. Milchus, and William Reitz; c1968; Preschool-Kindergarten; Person-O-Metrics.

A diagnostic measure of academic self-concept designed for use with pre-readers. The Inventory assesses Self-concept, consisting of Role Expectations and Self-Adequacy; and Motivation, consisting of Goal/Achievement Needs and Failure Avoidance. Pupils respond to questions prefaced with "What face would you wear if..." - by selecting faces from a three- or five-face response scale. The faces range from very unhappy to very happy facial expressions. The pupils must have some school experience before they will be able to react to the questions.

Self-Concept As A Learner Scale–Elementary by John K. Fisher; Not Dated; Grades 3-6; Walter B. Waetjen.

A modification of the secondary self-concept scale developed by Walter B. Waetjen. The scale assesses four factors associated with self-image as a learner: motivation, task orientation, problem solving ability, and class membership. The motivation factor is designed to determine the degree to which the respondent perceives himself motivated to do school work and to participate in learning activities. Task orientation refers to the way a student sees himself relating to learning activities. Problem solving determines the view that a pupil has of himself as a problem solver. The class membership factor is designed to find out how the student perceives himself in relation to other members of the class.

Self-Concept Instrument–A Learner Scale by Gordon P. Liddle; 1967; Grades 3-6; Gordon P. Liddle.

Designed to measure children's conceptions of themselves as learners. The scale assesses self-concept in reference to motivation, task orientation, problem solving ability, and class membership. It is a modification of Waetjen's self-concept scale.

Self-Concept of Ability Scale; 1963-68; Grades 2-6; Research and Demonstration Center of the Interprofessional Research Commission on the Pupil Personnel Services, University of Maryland.

Adapted from Brookover, Paterson, Thomas' *Self-Concept of Ability*. The scale was designed to assess change in self-reported attitudes of groups of students toward themselves as learners. The *SCA* covers six academic content areas: arithmetic, English, social studies, science, music, and art. The bases for comparison are the class, the grade level, close friends, future high school class, future college associates, other students in general, and one's own ability. Due to the level of reading skill required by the items, the *SCA* has not been utilized below grade two.

Self-Concept Target by Ann FitzGibbon; 1970; Ages 9-10; Ann FitzGibbon.

Designed to measure certain aspects of a healthy self-concept in nine of ten-year-old children who have been exposed to two or more years of the Responsive Model Follow Through Program. It assesses a child in terms of his willingness to take reasonable risks of failure, make positive estimates of his ability to perform a task, make realistic statements about the probability of being right or wrong, learn from errors and corrections, use failure in a productive manner, and take credit for accomplishments and acknowledge failure. The game consists of a large sheet with various target areas, each assigned a particular value. The child attempts to hit a target, indicating first the one at which he is aiming. If he misses, he earns no points. Each child in the classroom is given three trials, and a week later is given three more trials. He is given a score card on which to record his own score. Of primary concern is how the child modified his estimate of his ability. The test is individually administered.

Self-Profile Q-Sort by Alan J. Politte; c1971; Grades 3-8; Psychologists and Educators, Inc.

Aids in elementary school counseling by providing a means for eliciting self-evaluation from a student, for investigating changes in the student's self-concept through the course of counseling sessions, and for stimulating group interaction in the counseling setting. With young children or children with reading difficulties, the 63 items can be read aloud with the student indicating by gesture or word when he feels the given item describes him. Verbal administration in groups is not recommended because of obvious peer influences. The test is not objectively scored. Skilled persons can analyze the responses on the basis of projective test theory and psychodiagnostic rationale. Examiners may want to develop their own criteria for evaluation of the item responses. No technical data was reported.

The situations Test Arthur W. Combs and Daniel W. Soper; 1963; Kindergarten-Grade 1; Arthur W. Combs*.

A projective measure designed to determine the young child's perceptions of himself and his world. The child is presented with a scale model of his classroom. He is then encouraged to manipulate the materials in any way he pleases while the observer watches or engages him in conversation about what is going on. After the child has had the opportunity to use his imagination freely, the observer poses a number of specific situations. These situations are designed to determine the child's reactions to certain life problems. During the play period, the observer formulates his inferences about the child's perceptions and tests these against further observations of behavior. At the conclusion of the test period, he records his inferences on the *Perception Score Sheet*.

*Included in: Combs, A. W., and Soper, D. W. *The Relationship of Child Perceptions to Achievement and Behavior in the Early School Years*. Cooperative Research Project No. 814, University of Florida, 1963.

Teacher Measurement of Pupil Self-Concept by Louis T. DiLorenzo; Not Dated; Ages 3 1/2-4 1/2; University of the State of New York, The State Education Department, Office of Research and Evaluation*.

Designed to enable the teacher to evaluate the self-concept of children as learners. The child's self-concept is rated in terms of the following: his competence and confidence with respect to the use of classroom materials and equipment, his classroom relationship with peers, and his relationship with his teacher. The items are based on behaviors associated with children at the pre-kindergarten level. The rater is not concerned with whether the child actually performs or is capable of performing a given behavior. The scale employs the paired comparisons method with which each individual is judged in turn as better or worse than every other one in the group. For research purposes, it is important that the ratings be

based exclusively on the judgments of the teacher making the ratings. Technical data was not available.

*Included in: DiLorenzo, L. T., Salter, R., and Brady, J. L. *Pre-Kindergarten Programs for Educationally Disadvantaged Children*. New York: University of the State of New York, State Education Department, Office of Research and Evaluation, December 1969. Final Report. Project #3040. ED 038 460.

The Thomas Self-Concept Values Test by Walter L. Thomas; c1967-69; Ages 3-9; Combined Motivation Education Systems.

An individually-administered, self-report measure of self-concept. The child is asked to respond to the same series of 14 bipolar adjectival items four times, first assuming his own perspective and then that of his mother, his teacher, and his peers. The test yields 19 scores: Value Scores (happiness, size, sociability, ability, sharing, male acceptance, fear of things, fear of people, strength, cleanliness, health, attractiveness, material, independence), Self-concept Scores (self as subject, mother, teacher, peer, total). A Polaroid snap shot of the child is required to administer the test.

A Semantic Differential for the Measurement of Global and Specific Self-Concepts: Primary by Lois Stillwell Corbett; 1965; Grades 1-3; Lois Stillwell Corbett.

Designed to assess self-concept and self-role in young children. The scale yields scores for Myself, Myself as a Student, Myself as a Reader, Myself as an Arithmetic Student. The test can be modified to assess attitudes towards self in a variety of specific roles or conceptions of self from the point of view of a stated referent. The test items are semantic differentials with points along the continuum verbally rather than numerically described. The scale is group-administered.

When Do I Smile? by Dale W. Dysinger; Not Dated; Grades 1-5; Dale W. Dysinger*.

An experimental self-report inventory designed to provide quantitative measurement of self-concept in reference to the school setting. The test is orally-administered. The child responds to the items by indicating which of five faces varying in expression best represents how he feels about each question. Items are concerned with school, parents and social activities.

*Included in: Dysinger, D. W. *Report of the Evaluation of the CAP Project: Conceptual and Perceptual Development Through Curricular Design*. Pittsburgh, Pennsylvania: American Institutes for Research, June 1970.

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